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In This Issue

Robert King

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IN THIS ISSUE:

From the Editor

ELIZABETH FRANKLIN ("My Lucky Day": Learning to Read with Phonics in First Grade") shows in her article what actually happens during a lesson focusing on phonics. As many readers will agree, this is "learning to read the hard way." Franklin teaches Reading and Language Arts in the Center for Teaching and Learning at the University of North Dakota. She is also the editor of Insights, a monthly periodical of theoretical and practical contributions to elementary and middle education.

JEROME HARSTE ("An Interview with Jerome Harste") offers an informal personal and professional slant on the issues of whole language, past, present, and future. The author of Language Stories and Literacy Lessons (1987) with Woodward and Burke, he is Professor of Reading Education at Indiana University in Bloomington.

ROBERT KING ("Outlaws in the Mainstream") reviews and comments on SCHUBERT and WILLIS' Reflections from the Heart of Educational Inquiry, a collection of essays by curriculum theorists on their connected experiences in the arts and in education. King, editor of T&L, teaches Creative Expression in the Center for Teaching and Learning at the University of North Dakota. George Willis is Professor of Education at the University of Rhode Island, and William H. Schubert is Professor of Education at the University of Illinois at Chicago. The book is a volume in the SUNY series, Curriculum Issues and Inquiries, edited by Edmund C. Short.

SALLY ANN FLECKER ("Is Childhood Disappearing?") brings some new observations to the "dangerous question" of her title and gives us insightful and feelingful glimpses into some of the children she has observed. Flecker is Acting Editor of Pitt Magazine at the University of Pittsburgh, whom we thank for allowing us to reprint this article originally appearing last May.

Robert King, Ed.